

Domain 1: IDEAS. Describe the degree to which the writer establishes a controlling idea that Title IX prohibits federally funded schools from discriminating against women in nearly all aspects of its operations and elaborates the main points with examples, illustrations, facts, or details that are appropriate to the persuasive genre.

Components

- Controlling Idea/Focus
- Supporting Ideas
- Relevance of Detail
- Depth of Development
- Awareness of the Persuasive Purpose
- Sense of Completeness

5	<p>Full command of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Fully focused on asking the school board their procedures for maintaining Title IX status • Fully developed controlling idea that Title IX prevents discrimination against women in federally funded schools • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1972 Congress passed the Educational Amendments, which included Title IX, in an effort to ban gender discrimination in education. b. What types of federal aid does the school receive? c. What sports programs have been added to comply with Title IX? d. Are there any plans to eliminate boys programs in order to comply with Title IX? • Supporting ideas are fully elaborated throughout the letter with logical examples, details, and evidence (facts, expert opinions, quotations, or commonly accepted beliefs) • Uses rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains an abundance of information that fully addresses readers' concerns, counterarguments, biases, or expectations, such as: <ol style="list-style-type: none"> a. It is not fair to eliminate boys programs to comply with Title IX. b. Private institutions do not have to provide equal opportunity for the underrepresented sex. c. There is no need to have an equal number of boys and girls sports.
4	<p>Consistent control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Consistently focused on asking the school board their procedures for maintaining Title IX status • Well developed controlling idea that Title IX prevents discrimination against women in federally funded schools • Supporting ideas and elaboration that are relevant include: <ol style="list-style-type: none"> a. In 1972 Congress passed the Educational Amendments, which included Title IX, in an effort to ban gender discrimination in education. b. What types of federal aid does the school receive? c. What sports programs have been added to comply with Title IX? • Supporting ideas are consistently well developed with specific examples, details, and evidence

	<ul style="list-style-type: none"> • Uses some rhetorical devices to support assertions (e.g., appeal to emotion, personal anecdote, analogy, logical reasoning) • Response contains complete information and addresses readers' concerns, counterarguments, biases, or expectations, such as: <ul style="list-style-type: none"> a. It is not fair to eliminate boys programs to comply with Title IX. b. Private institutions do not have to provide equal opportunity for the underrepresented sex.
3	<p>Sufficient control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Sufficiently focused on asking the school board their procedures for maintaining Title IX status • Sufficiently developed controlling idea that Title IX prevents discrimination against women in federally funded schools • Most supporting ideas are relevant to the writer's argument • Supporting ideas are developed with some specific examples, details, and evidence that include: <ul style="list-style-type: none"> a. In 1972 Congress passed the Educational Amendments, which included Title IX, in an effort to ban gender discrimination in education. b. What types of federal aid does the school receive? • Some parts of the paper may be well developed, but other parts of the paper are only partially developed • Response is generally appropriate to the persuasive purpose and may include some rhetorical devices • Response contains sufficient information to provide a sense of completeness and address some reader concerns, such as: <ul style="list-style-type: none"> a. It is not fair to eliminate boys programs to comply with Title IX.
2	<p>Minimal control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Minimally focused on asking the school board their procedures for maintaining Title IX status • Minimally developed controlling idea that Title IX prevents discrimination against women in federally funded schools • Some points and details may be irrelevant or inappropriate to the writer's argument • Supporting ideas are vague, general, and/or undeveloped • Some ideas may be partially developed, while others are simply listed without development • Response demonstrates minimal awareness of the persuasive purpose • Response lacks sufficient information (due to incomplete development or the repetition of supporting ideas) to provide a sense of completeness and address reader concerns
1	<p>Little or no control of the components of Ideas. The writing is characterized by most or all of the following:</p> <ul style="list-style-type: none"> • Little or no focus on the assigned topic and/or persuasive purpose • Writer's position may be apparent, but a controlling idea is not established • Ideas do not advance the writer's position

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| | <ul style="list-style-type: none">• Ideas are unclear, irrelevant, and/or repeated• Response does not demonstrate awareness of the persuasive purpose• Lacks a sense of completeness and fails to address reader concerns• Insufficient student writing (due to brevity or copying the prompt) to determine competence in Ideas |
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To review the complete Georgia High School Writing Test Scoring Rubric provided by the Georgia Department of Education, click [here](#).